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**Federal State Autonomous Educational Institution for Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
NAMED AFTER PATRICE LUMUMBA  
(RUDN University)**

**COURSES DESCRIPTION**

**Study of courses is carried out as part of higher education programme:**

**Language and Culture: Theory and Practice (in English)**

**in the Field of Studies:**

**45.04.01 Philology**

**2023г.**

<b>Course title</b>	<b>Philology in the System of Modern Humanities</b>
<b>Workload, credits/ hours</b>	4/144
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Philology and Humanities. The status of philology in the modern world. Language as an art	Interdisciplinarity as an essential feature of modern humanities. Text as the basis of humanities. Object and subject of philology as a science. The place and status of philology in modern science. Considering the definitions of philology and linguistics.
<b>Unit 2.</b> Language, culture, history	A brief excursion into the history of the formation of humanities and philology. Interaction of language and culture. Herder's hominid triad and its influence on the philological evolutionary paradigm.
<b>Unit 3.</b> Text studies and methods to analyze texts. Main language functions	Philological hermeneutics. Philological reconstruction. Oppositional and component analyses. Text as a communicative event: interaction of an author and a reader; their communicative roles and text interpretation. The role of an author and its textual functions.
<b>Unit 4.</b> Modern philology as a complex of linguistic disciplines that study language and texts	Expansion of research problems in philology. Linguistic branches of language learning. Anthropocentrism as a basic feature of modern linguistics. New directions in modern linguistics: Linguo-semiotics, Sociolinguistics, Discourse analysis, Cognitive linguistics.
<b>Unit 5.</b> An overview of online resources with the latest research in philology and the humanities	Online social networking tools for the representation of current philological research. The most popular social networking platforms for scholars working in the humanities (using ResearchGate as an example). The best digital libraries for philologists.

<b>Course title</b>	<b>Information technologies</b>
<b>Workload, credits/ hours</b>	2/72
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
Unit 1. Computer, office and Internet technologies.	The purpose, objectives, place and content of the discipline.
	Computer science and new information technologies.
	Technical and software of modern PCs.
	Office software packages.
	Internet - architecture and new technologies.
	Web sites and web programming.
	Information security.
Unit 2. Computer technologies in education and research.	Electronic and distance learning.
	Educational portals and Internet universities.
	Internet resources and copyright in the Internet.
	The system of electronic libraries.
	Computer testing in the assessment of student academic achievement.
	Development of computer tests and assessment of their quality (for example, the system TRFL).
Unit 3. Computer technologies in philology.	Computational linguistics.
	Corpus linguistics and diachronic studies.
	Search for information and electronic libraries.
	Machine translation of information.
	Computer textology and computer lexicography.
	Quantitative linguistics.
	Computer technology in data analysis.
	Computer technology in text analysis.

<b>Course title</b>	<b>Foreign Language (Russian as a Foreign Language)</b>
<b>Workload, credits/ hours</b>	6/216
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Philology and Humanities. The status of philology in the modern world. Language as an art	<b>Theme 1.</b> Interdisciplinarity as an essential feature of modern humanities. Text as the basis of humanities. Object and subject of philology as a science. The place and status of philology in modern science. Considering the definitions of philology and linguistics.
<b>Unit 2.</b> Language, culture and history	<b>Theme 2.</b> A brief excursion into the history of the formation of humanities and philology. Interaction of language and culture. Herder's hominid triad and its influence on the philological evolutionary paradigm.
<b>Unit 3.</b> Text studies and methods to analyze texts. Main language functions	<b>Theme 3.</b> Philological hermeneutics. Philological reconstruction. Oppositional and component analyses. Text as a communicative event: interaction of an author and a reader; their communicative roles and text interpretation. The role of an author and its textual functions.
<b>Unit 4.</b> Modern philology as a complex of linguistic disciplines that study language and texts.	<p><b>Theme 4.</b> Expansion of research problems in philology. Linguistic branches of language learning. Anthropocentrism as a basic feature of modern linguistics. New directions in modern linguistics: Linguo-semiotics, Sociolinguistics, Discourse analysis, Cognitive linguistics.</p> <p><b>Theme 5.</b> Linguo-semiotics. Peirce's definition of sign. Peirce's icon/index/symbol triad. The levels of semiotic description, aspects, or sections of semiotics (according to Charles William Morris): semantics, pragmatics, syntax.</p> <p><b>Theme 6.</b> Sociolinguistics as the study of society and language. The conditions in which the language is functioning. Types of sociolinguistics. Variation on different levels of language system. Types of variation: temporal, regional, social, personal.</p> <p><b>Theme 7.</b> Discourse Analysis. The objects of discourse analysis. Context and pragmatics. Different Views of Discourse Analysis. Difference between spoken and written language. Critical discourse analysis. <b>Theme 5.</b> Cognitive linguistics. The cognitive (conceptual) picture of the world. The concept as a basic term of cognitive linguistics. Types of concepts and their verbalization. Several approaches to the concept understanding. The concept as a cultural phenomenon. The concept as linguistic-cognitive phenomenon.</p>
<b>Unit 5.</b> An Overview of online resources with the latest research in philology and the humanities	<b>Theme 8.</b> Online social networking tools for the representation of current philological research. The most popular social networking platforms for scholars working in the humanities (using Academia.edu. ResearchGate as an example). The best digital libraries for philologists.

<b>Course title</b>	<b>Academic English</b>
<b>Workload, credits/ hours</b>	3/108
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Academic skills development.	Academic style and vocabulary,
	Academic skills. Time Management and study Environment.
	Reading strategies.
	Listening and note-taking.
	Useful collocations (nouns and ajectives).
	Useful collocations (verbs) and fixed expressions.
<b>Unit 2.</b> Ways to present results of your research.	Cause and effect.
	Data analysis and research methods.
	Graphs and diagrams in your research papers.
	How to avoid plagiarism.
	Text structure and organization.
	How to present aims and results of your study. (presentations, reports, articles).

<b>Course title</b>	<b>Scientific English</b>
<b>Workload, credits/ hours</b>	3/108
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Research skills development.	Scientific style and it's features
	Scientific vocabulary
	Scientific texts: reading strategies.
	Useful collocations (nouns and ajectives).
	Useful collocations (verbs) and fixed expressions.
<b>Unit 2.</b> Ways to present results of your research.	Scientific text structure and organization.
	Research hypothesis statement. Describing the research methodology
	Presenting data (graphs and diagrams)
	Plagiarism. Quotations. references
	Presenting results of the research

<b>Course title</b>	<b>Fundamentals of foreign language teaching</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
Language Aquisition	The Acquisition-Learning Hypothesis. The Natural Order Hypothesis. The Monitor Hypothesis. The Comprehension Hypothesis. The Affective Filter Hypothesis
Learning a foreign language	Getting and staying motivated. Comprehension and Enjoyment: the keys to acquiring Grammar and Vocabulary.
Learning a foreign language	Language-Learning Error. The Monitor Model of Classroom Language Learning Automatisation. Restructuring. Connectionism.
Language-Learning Strategies	The Good Language Learner. Strategies of Young Children in Naturalistic Environments. Strategies of Classroom Learners. Self-Regulation, Autonomy, Motivation and Identity. Communication Strategies and Negotiation of Meaning. Socio-Cultural Theory and Interactive Language Learning
Language Teaching Methods	The Grammar-Translation Method. The Direct Method. The Audiolingual Method Situational Language Teaching (SLT)  Detailed Table of Contents  Total Physical Response (TPR). Community Language Learning (CLL) . Communicative Language Teaching (CLT). Task-Based Language Teaching (TBLT). Cooperative Language Learning (CLL). Self-Directed Language Learning (SDLL). Competence-Based Language Teaching (CBLT). The Post-Methods Era. Food for Thought. Further Reading. References.
Individual Learner Differences	Aptitude for Language Learning. Personality. Cognitive Style . Language-Learning Style
Facilitating Classroom Learning	The Orchestration of Classroom Interaction. The Syllabus. Needs Analysis. Teaching Materials. Information and Communication Technology. Classroom Interaction
Pronunciation	Whose Pronunciation? Describing the Sounds. Producing the Sounds Stress, Rhythm and Intonation. Classroom Pronunciation Practice
Grammar	Approaches to Teaching Grammar  Pros and Cons of Explicit Grammar Teaching Acquiring Grammar in the Classroom. The Deductive Approach The Inductive Approach Comparing Deductive and Inductive Approaches 171 The Genre Approach. The Lexical Approach The Cyclical Approach Awareness-Raising Grammar Games Songs for Grammar Practice
Vocabulary	Word Formation. Word Meaning. The Mental Lexicon.

<b>Course title</b>	<b>Fundamentals of foreign language teaching</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
	Teaching Vocabulary: Vocabulary Acquisition: an Incremental Process. Enhancing Informal Acquisition of Vocabulary in the Classroom. Explicit Teaching of New Vocabulary. Vocabulary Practice and Consolidation. Teaching Affixes (Prefixes and Suffixes). Teaching Lexical Collocation. Teaching Multi-Word Lexical Units. Teaching Lexicalised Sentence Stems
Listening and Speaking	The Spoken Mode. Listening. Why Listen? Listening Difficulties. Getting Started. Moving On. Checklist for Selecting Listening Texts. A Three-Phase Lesson Structure. Songs as Texts for Detailed Listening. Speaking. The Limitations of Traditional Classroom Discourse. Spoken Classroom Activities. Post Hoc Evaluation of Spoken Activities
Reading and Writing	The Written Mode. Reading. Reading Purpose and Reading Technique. A Three-Phase Lesson Structure. Alternatives to Traditional Reading Comprehension Classes. Writing. Written Genres Four Major Approaches to Teaching Written Genres. Beginning Writing. Writing Short Descriptions and Narratives. The Transition to Discursive and Expository Writing. Using Pictures as a Stimulus for Writing.
Literature in the Language Classroom	A Wide Definition of Literature for the FL Classroom. Three Sets of Reasons for Reading Literature in the Language Classroom Short Poems Short Novels Project Work
Language Testing	Approaching Language Testing. Teachers and Testing. Testing Purposes. The Three Phases of Testing. Testing Techniques. Criterion-Referenced versus Norm-Referenced Testing. Test Selectivity. Test Takers and Tests. Evaluating Language Tests. Validity. Reliability. Scorability. Economy. Administrability. Discriminability. Backwash on Teaching. Written Language Tests .Piloting the Test. Advance Information for Test Takers. Invigilation. Marking (Scoring) Procedures. Oral Language Tests Techniques. Marking (Scoring) Procedures. Six Rules of Thumb for Oral Testing. Some Alternatives/Supplements to Traditional Tests. Teacher Reports. Continuous Assessment. Portfolio Assessment. Peer Assessment. Self-Assessment.



<b>Course title</b>	<b>Theory and History of Linguistics</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
Topics and sections	Annotated content topics
<b>Unit 1.</b> Evolution of knowledge on the object of linguistics. Three paradigms of theory of linguistics. Classical Antiquity	Language as the main object interacting with thought (mind), reality and as a distinctive feature of a man. The ideas of using language and explaining the world with its help through philosophy and logic. Plato (427 – 347 B.C.); Aristotle (384 – 322 B.C.); the Stoics (3rd century B.C.)
<b>Unit 2.</b> Logic and grammar. English empiricism and French rationalism.	Universal Grammars. Integral and subsumption relations and their part in linguistic description
<b>Unit 3.</b> Evolutionary approach to Language studies	The principle of historicism in natural sciences and humanities. The principle of reconstruction. New methods of the research in the late 18 <sup>th</sup> century.
<b>Unit 4.</b> Investigation of the inner structure of languages: new explanation of the origins and genealogy of languages. Comparative approach	Theories of the founders of comparative and historical method. J. Grimm, Fr. Bopp, R. Rask, A. Schlegel
<b>Unit 5.</b> The linguo-philosophical theory of W. von Humboldt	Main objects of language studies; main antinomies: thought and reality, man and the universe, dynamics and statics. Language as a national spirit. Language as an organ that forms a thought
<b>Unit 6.</b> Psychological method and terms in language studies. Neo-grammarians theory of language	Main contributions of the Neo-grammarians to general linguistics: notion of idiolect, autonomy of the sound level, historicism and analogy.
<b>Unit 7.</b> Systemic approach in Linguistics	Systemic approach to treat language and language phenomenon. Jan Baudouin de Courtenay, Ferdinand de Saussure and their contribution to the theory of Linguistics.
<b>Unit 8.</b> Positivism and Neo-positivism. Phenomenology and linguistics	Main conceptions of European philosophy (K. Popper, C. Levy-Strauss, J. Derrida, etc.) Evolution of approaches and methods to analyze language: from E. Husserl to L. Wittgenstein
<b>Unit 9.</b> Modern theories of Language and Linguistics	Embodied language processing; Emergentist approaches to language; Sociocultural theories of language; Usage-based linguistics

<b>Course title</b>	<b>General Linguistics</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Language as a research object to observe and the object of linguistics.	Theories of language studies. Language as a research object to observe and the object of linguistics. Linguistic disciplines and their objectives.
<b>Unit 2.</b> Language variations	Language and Dialects. Study of Russian Dialects. Slang, Jargon and Accent.
<b>Unit 3.</b> Language and Brain	Study of brain anatomy; parts of the brain and language functions (lexical or grammatical abilities). Psycholinguistic studies of how language is used as we speak and understand or acquire the language.
<b>Unit 4.</b> The ontology of language	Language as a complex form, as a synthesis of external and internal forms. Multiplicity of a language form. Outer and inner forms of language.
<b>Unit 5.</b> Language system and structure.	System and structure of language. Their constituents and specifics. Abstract and concrete units of language. General classification of language units as the structural background of its level organization. Hierarchies and classifications of abstract language units. Understanding language structure as a cohesion of syntagmatics and paradigmatics.
<b>Unit 6.</b> General Phonetics and Phonology	Articulatory phonetics: The tools of phonetics, The vocal tract, Articulation, Manners of articulation, Consonants, Vowels, Suprasegmentals, Length, Tone and intonation, Syllable structure, Stress Acoustic phonetics: Sound waves, Simple and complex sounds, Hearing, Measuring speech Phonology: Phonemes and allophones, Phonotactics, Alternation and allomorphs, Types of phonological alternations
<b>Unit 7.</b> General Morphology	A word as an abstract sign and a smallest grammatically independent unit of language. Morphemic structure, morphological processes of modifying the form and meaning of lexemes, Derivation
<b>Unit 8.</b> Syntactic structures	The structure of sentences, the concept “poverty of the stimulus” the notions “language organ” and “Universal Grammar”. Subtle restrictions that limit the ways in which sentences can be constructed and interpreted. Differences in sentence structure in languages from around the world
<b>Unit 9.</b> Language changes	Language changes: sound changes, changes in morphology and syntax, change of words meanings. Reasons for changes in languages.

<b>Course title</b>	<b>Theory of Intercultural Communication</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1. Intercultural interaction and problems of understanding</b>	Culture specific peculiarities of behavior. Barriers to intercultural communication. Language barrier. Culture barrier. Ethnocentrism. Ethno stereotypes and prejudice. Communicative expectations. Communicative failures and their typology. Adjustment to new culture. Culture shock. Communicative shock. Strategies of culture shock. Strategies to help overcome culture shock.
<b>Unit 2. Communication as an element of culture</b>	Types of communication. Verbal communication. Nonverbal communication. Paraverbal communication. Emotional communication. Model of verbal communication. Components of communication. Encoding. Decoding. Context. Types of context. Culture as a context for communication. Definitions of culture. Surface culture. Deep culture. Elements of deep culture (social organization, social roles, worldview, cultural values).
<b>Unit 3. How cultures differ. Typology of cultures</b>	G. Hofstede's dimensions of culture. Individualism vs. Collectivism. Power distance. Uncertainty avoidance. Masculinity vs. Femininity. E. Hall's dimensions of culture. Distance (High-contact vs. Low-contact cultures). Time (Monochronic vs. Polychronic cultures). Context (High-context vs. Low-context cultures). Cluckhohn and Strodtbeck's Value orientation theory. Man-nature orientation. Human nature orientation. Activity orientation. Time orientation. Relational orientation.
<b>Unit 4. Language, culture and cognition</b>	Language identity. Cultural identity. Communicative identity. Communicative values in language and communication. Distance vs. Contact. Status vs. Equality. Positive thinking vs. 'Negative thinking (optimism vs. pessimism). Dominant values of Anglo-Saxon culture. Dominant values if Russian culture. Dominant values of Eastern cultures: Chinese, Korean, Arabic etc.
<b>Unit 5. Emotions in different cultures</b>	Universality and cultural specificity of emotions. Emotional self-control and free display of emotions. Emotions in Korean vs. Anglo-Australian cultures. Emotions in Chinese culture. Emotions in British and American Cultures. The smile and its meaning in America and Russia. Emotions communication vs. emotive communication and their functions.
<b>Unit 6. Politeness / impoliteness in intercultural perspective</b>	Characterising polite behavior. Universality and cultural specificity of politeness / impoliteness. The terms 'polite' and 'politeness' in different languages. Types of politeness. Strategies of politeness. Politeness across cultures: English politeness, Russian politeness, Korean politeness, Arabic politeness etc.
<b>Unit 7. Culture and communicative styles</b>	Communicative culture. Communicative style. Dimensions of communicative style. Dominant characteristics of English communicative style. Dominant characteristics of Russian communicative style. Impact of culture on communicative styles. Interdependence between culture, cognition and communication.

<b>Course title</b>	<b>Theory of Intercultural Communication</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 8. Intercultural communicative competence</b>	Notion of competence. Definition of intercultural communication competence and its structure. Language competence. Communicative competence. Sociocultural competence. Cultural literacy. Cultural awareness. Psychological competence. Psychological adjustment. Empathy. Tolerance.

<b>Course title</b>	<b>Planning a Research Project</b>
<b>Workload, credits/ hours</b>	3/108
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1. Scientific research</b>	What is research? Data, information and research findings. Problem defining. Hypothesis setting. Collecting data. Hypothesis testing.
<b>Unit 2. Research data</b>	Types of research data. Primary and secondary data. Ways of collecting data. Data for language research.
<b>Unit 3. Research Questions</b>	Research questions, topics and puzzles. Implications of research questions for data, data collection and analysis. Types of research questions.
<b>Unit 4. Quantitative and qualitative methods</b>	Combination or integration of quantitative and qualitative methods in linguistic research. triangulation and mixed methods: the benefits and challenges of combining paradigms.
<b>Unit 5. Quantitative methods: Concepts, Frameworks and Issues</b>	Forming a hypothesis, and considering the quantifiability, reliability, and validity of data – and the most frequently used quantitative designs in linguistics. Use of questionnaires in quantitative research, phrasing and coding questionnaires.
<b>Unit 6. Organizing and Processing Data</b>	Constructing and testing hypotheses; statistical tests used in linguistics: chi-square tests and t-tests; interpretation of quantitative results; combining quantitative and qualitative methods in linguistic research.
<b>Unit 7. Corpus Research Methods</b>	Theoretical principles surrounding corpus linguistics techniques, building and annotating a corpus, different types of corpora, and different kinds of research questions; corpus analysis.
<b>Unit 8. Qualitative Research Methods</b>	Qualitative Research Methods: general approaches and some specific data creation methods. Relationship between the micro and macro levels of linguistic inquiry

<b>Course title</b>	<b>Multimodal Communication</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Basics of semiotics	Semiotic world view and its reflection in language. Semiology. Semiosis. Symbol as a sign.
<b>Unit 2.</b> Language as a sign system	Features and principles of linguistic sign. Signified and signifier / Signatum and signum. Types of linguistic signs: icons, indexes, symbols. Hierarchy of linguistic signs.
<b>Unit 3.</b> Communicative situation and communicative act and their semiotic functions.	Functions of language as a sign system: K. Bühler and R. Jakobson theories.
<b>Unit 4.</b> Multimodal communication	Combining visual and audial information. Genres of multimodal communication.
<b>Unit 5.</b> Image-centricity in contemporary multimodal practices	Image-centricity, intertextuality. Relative status of image and language.
<b>Unit 6.</b> Cognitive semantics	Basis of semantics in conceptualization. Imagery from the metaphoric source domain
<b>Unit 7.</b> Semantics as a study of meaning	The Meaning of Meaning Model. Semantic network.

<b>Course title</b>	<b>English Literature: cultural and historical approach</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1. Early Medieval Literature</b>	1. The earliest history of the British Isles and the English language.
	2. Early Medieval Literature.
	3. The poem "Beowulf"
<b>Unit 2. Middle English literature.</b>	4. Courtly literature and chivalric tradition.
	5. Late Middle English literature.
	6. English literature after Chaucer.
	7. Tudor England.
<b>Unit 3. Literature of the English Renaissance</b>	8. English Renaissance theatre
	9. Shakespeare as a phenomenon
	10. Shakespearean sonnet.
	11. Shakespeare's drama
	12. English theatre after Shakespeare

<b>Course title</b>	<b>Masterpieces of Russian Literature</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Introduction to Studies of Literature.	Main definitions and terms. Oral, written and electronic literature. Literary and non-literary facts. Poetic function of language. Myth, folklore, literature. Intertextuality. Literature as a system in diachronic and synchronic perspectives.
<b>Unit 2.</b> Russian Literature of the 1st half of 19th Cent.	Russian Romanticism. Lyrics of Vassily Zhukovsky. Poets of Golden epoch of Russian poetry.
<b>Unit 3.</b> Literary legacy of Alexander Pushkin	Biography of Alexander Pushkin. Pushkin's lyrics. Novel in verse <i>Yevgeny Onegin</i> . Poem <i>Copper Rider</i> . Pushkin's prose and plays.
<b>Unit 4.</b> Literary legacy of Mikhail Lermontov	Biography of Mikhail Lermontov. Lermontov's poems <i>Mtsyri</i> and <i>Demon</i> among Byronic poems in Russian Literature. Psychological novel <i>Hero four Our Time</i> by Lermontov.
<b>Unit 5.</b> Literary legacy of Nikolay Gogol	Biography of Nikolay Gogol. Comic, tragicomic and mystic elements in Gogol's masterpieces: <i>Nights on the farmstead near Dikanka</i> , <i>Mirgorod</i> , <i>Dead Souls</i> , <i>The Inspector-General</i> , <i>Diary of a Madman</i> , <i>The Nose</i> , <i>The Overcoat</i> . Journal controversy of Slavophiles and Westernists. Authors and ideas of "Natural School"
<b>Unit 6.</b> Literary legacy of Ivan Turgenev	Biography of Ivan Turgenev. Turgenev's novel <i>Fathers and Sons</i> .
<b>Unit 7.</b> Literary legacy of Leo Tolstoy	Biography of Leo Tolstoy. Autobiographic trilogy and <i>Sevastopol stories</i> . Tolstoy's epic novel <i>War and Peace</i> . Tolstoy's novel <i>Anna Karenina</i> (or <i>Resurrection</i> ). Tolstoy's philosophy and attitude to art. Tolstoism.
<b>Unit 8.</b> Literary legacy of Fyodor Dostoevsky	Biography of Fyodor Dostoevsky. Dostoevsky's novels <i>Crime and Punishment</i> and <i>The Brothers Karamazov</i> .
<b>Unit 9.</b> Literary legacy of Anton Chekhov	Biography of Anton Chekhov. Novelty of Chekhov's short stories and plays. <i>Brevity is the sister of talent</i> . Chekhovian ideal of „objectivity“ and <i>intelligentnost'</i> .
<b>Unit 10.</b> Russian Literature and the <i>Fin de siècle</i> .	Concept <i>Fin de siècle</i> . Literary modernism, literary impressionism and classic tradition. Features of the <i>Fin de siècle</i> in masterpieces of Russian writers, poets and playwrights at the turn of 20 <sup>th</sup> Century



<b>Course title</b>	<b>Comparative and Typological Linguistics</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Basic concepts of comparative and typological linguistics	The subject and tasks of comparative and typological linguistics. Differences of comparative-historical and comparative-typological methods in linguistics. General morphology: grammatical meanings, forms and categories
<b>Unit 2.</b> Morphological classification of languages and typology of language levels	History and modern principles of typological classification. Inflectional, agglutinative, isolating and incorporating languages. Comparative and typological studies in phonetics, syntax, and lexicology.
<b>Unit 3.</b> Contrastive Grammar	Matching criteria. Word and morpheme as objects of typology. Typological features of English and Russian
<b>Unit 4.</b> Typology of grammar categories	Morphological universals. Syntax and morphological categories. Inflective and derivational categories. Semantic and syntactic categories.

<b>Course title</b>	<b>Discourse Analysis</b>
<b>Workload, credits/ hours</b>	5/180
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1. Introduction to discourse analysis</b>	Defining text and discourse. Defining Text Linguistics and Discourse Analysis. The scope of discourse analysis. Approaches to the phenomenon of discourse.. Main concepts and methods. Data collection. Modern challenges for discourse theories.
<b>Unit 2. Transdisciplinary approach to discourse analysis. Main schools and central topics.</b>	Discourse analysis and other disciplines. Discourse analysis and pragmatics. Speech act theory and the theory of implicature in the analysis of discourse. Conversational Analysis, main concepts and methods. Psycholinguistics. Emotion in Discourse.
<b>Unit 3. Discourse strategies and practices in various sociocultural contexts</b>	Interactional sociolinguistic approach to discourse analysis. Theories of politeness and impoliteness. Anthropological approach to discourse analysis. Cultural values and discourse strategies. Stylistics characteristics of discourse. Sample analysis.
<b>Unit 4. Critical Discourse Analysis</b>	The scope of Critical Discourse Analysis. Discourse and power. Ideology, social cognition and discourse. Ideological analysis. Discourse and manipulation. Multimodal strategies. Critical analysis of media discourse. Critical analysis of political discourse. Sample analysis.
<b>Unit 5. Emotions in different cultures</b>	Universality and cultural specificity of emotions. Emotional self-control and free display of emotions. Emotions in Korean vs. Anglo-Australian cultures. Emotions in Chinese culture. Emotions in British and American Cultures. The smile and its meaning in America and Russia. Emotions communication vs. emotive communication and their functions.
<b>Unit 6. Politeness / impoliteness in intercultural perspective</b>	Characterising polite behavior. Universality and cultural specificity of politeness / impoliteness. The terms ‘polite’ and ‘politeness’ in different languages. Types of politeness. Strategies of politeness. Politeness across cultures: English politeness, Russian politeness, Korean politeness, Arabic politeness etc.
<b>Unit 7. Culture and communicative styles</b>	Communicative culture. Communicative style. Dimensions of communicative style. Dominant characteristics of English communicative style. Dominant characteristics of Russian communicative style. Impact of culture on communicative styles. Interdependence between culture, cognition and communication.
<b>Unit 8. Intercultural communicative competence</b>	Notion of competence. Definition of intercultural communication competence and its structure. Language competence. Communicative competence. Sociocultural competence. Cultural literacy. Cultural awareness. Psychological competence. Psychological adjustment. Empathy. Tolerance.

<b>Course title</b>	<b>Linguistic Pragmatics</b>
<b>Workload, credits/ hours</b>	3/108
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Pragmatics: definition and scope.	Ambiguity of language. Semantic meaning and pragmatic meaning. Language and context. Types of context. Pragmatics and culture. Pragmatic competence. Pragmatic failure. Cross-cultural pragmatic failure.
<b>Unit 2.</b> Transdisciplinary approach to pragmatic. Main schools and central topics.	Pragmatics and other disciplines: Pragmatics and philosophy. Pragmatics and psychology. Pragmatics and ethology. Pragmatics and ethnology. Pragmatics and sociology. Pragmatics and political sciences.
<b>Unit 3.</b> Cross-cultural Pragmatics.	Different cultures, different languages, different speech acts. Cross-cultural pragmatic and different cultural values. Speech acts and speech genres across languages and cultures.

<b>Course title</b>	<b>Theory of Politeness</b>
<b>Workload, credits/ hours</b>	3/108
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Politeness theory	Politeness as social practice. Politeness as a pragmatic category. First-order politeness. Second-order politeness. Approaches to the phenomenon of politeness
<b>Unit 2.</b> The conversational-maxim view	G. Leech's approach to politeness. Politeness Principle and its maxims: tact, generosity, approbation, modesty, agreement, sympathy maxims. Robin Lakoff's approach to politeness.
<b>Unit 3.</b> The face-saving view	P. Brown and S. Levinson's Theory of Politeness. Negative Politeness. Positive Politeness.
<b>Unit 4.</b> Discursive approach to politeness	Criticism of P. Brown and S. Levinson's model of politeness. Polite behaviour and politeness in discourse. Politeness and interpersonal evaluation. Politeness and context. Politeness as relational work.
<b>Unit 5.</b> Politeness and impoliteness across cultures	Understanding of politeness in different cultures. Strategies of Positive and Negative politeness in different cultures.

<b>Course title</b>	<b>Methods of Linguistic Analysis</b>
<b>Workload, credits/ hours</b>	3/108
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1. Main ideas of method theory in linguistics</b>	Concepts of «methodology», «method», «methodics», «techniques». General methodology of science. Theory of method.
	Method of linguistic research. Ties of scientific method and a line of linguistic research.
	System of scientific procedures. Techniques and procedures. Research ideas.
	Combining methods in modern linguistics. Quantitative and qualitative methods.
	Contemplating Interviews and Focus Groups
<b>Unit 2. Concrete scientific research methods and their structure</b>	Quantitative methods: Concepts, Frameworks and Issues
	Corpus Research Methods in Linguistics
	Descriptive method. Observation, generalization, interpretation and classification. Descriptive method as one of the main techniques of semantic analysis.
	Comparative method. Comparative and contrastive methods.
	Discourse-Analytic Approaches to Text and Talk
	Narrative Analysis in Linguistic Research
Multimodal Analysis: key issues	

<b>Course title</b>	<b>Sourcing and Referencing</b>
<b>Workload, credits/ hours</b>	3/108
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1. Sources</b>	Types of sources: primary and secondary data sources, databases. Citations, abstracts, full text articles and statistical data.
	Searching sources. Searching more than one database at a time as a time-saving strategy. Creating a list of databases to search
	Targeting searches. Strategies for methodical and efficient searching. Citation chaining. Citation indexes
	Academic integrity and plagiarism. Plagiarism prevention. Work with the program antiplagiat.ru
<b>Unit 2. Work with sources</b>	Evaluating resources. Relevance, currency and credibility of resources
	Organizing resources. Referencing programs, providing hyperlinks to electronic files including images as efficient paper-free storage facilities. Notes and comments as a basis of a future literature review. Constructing tables of resources
<b>Unit 3. Referencing</b>	Bibliographies and reference lists.
	Major referencing systems. Vancouver of numerical system, the Harvard and APA system. Russian standards of referencing.
	Referencing problems (subtitles, dates, publishers, authors). E-journal references, web references.
	Quotations. Paraphrasing. Describing the method. Avoiding over-referencing

<b>Course title</b>	<b>Contrastive Linguistics</b>
<b>Workload, credits/ hours</b>	4/144
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Morphological classification of languages and contrastive grammar	History and modern principles of typological classification. Contrastive studies of different language types.
<b>Unit 2.</b> Contrastive Syntax	Matching criteria. Syntax universals. Word order contrasts. Types of sentences sets. Structural differences. Communicative structure of utterance.
<b>Unit 3.</b> Contrastive Semantics	Semantic universals. Derivational differences. Compound words. Inner form. Semantic comparison methods. Semantic fields.

<b>Course title</b>	<b>Comparative and Historical Linguistics</b>
<b>Workload, credits/ hours</b>	4/144
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Basic concepts and history of comparative-historical linguistics	Basic concepts of comparative-historical linguistics. Kinship of languages, genealogical classification, methods and techniques of proving kinship. Reconstruction. The main stages of the method development. Achievements of scientists from Russia and abroad, development of scientific knowledge about the history of languages and language kinship.
<b>Unit 2.</b> Phonetic laws. Proto-language reconstruction	The concept of phonetic law among neogrammarians and in modern linguistics. Phonetic laws in groups and families of related languages. Results of research in the field of Indo-European studies. Grammatical and lexical reconstruction. Modern ideas about proto-linguistic states.
<b>Unit 3.</b> Current issues of comparative-historical linguistics	The limits of the possibilities of the comparative-historical method in linguistics. Principles of scientific etymology. Criteria of scientific competence in comparative linguistics. Forms of language interaction: substratum, superstratum, adstratum, and language unions. Pidgins and Creoles. Linguistic geography: problems and methods. Language areas. Correlation of comparative-historical and typological methods in linguistics.



<b>Course title</b>	<b>Basics of Lexicography</b>
<b>Workload, credits/ hours</b>	4/144
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Lexicography as a theory and practice	Lexicography as the theory and practice of compiling dictionaries. The most important problems of lexicography.
<b>Units 2.</b> General typology of dictionaries. classification	The type of any dictionary according to the choice of items included in this dictionary and its practical meaning. Types of dictionaries: general, specialized, restricted, unilingual / monolingual, translating: bilingual / multilingual, explanatory / defining, universal
<b>Units 3.</b> Modern trends in lexicography	Modern trends in English lexicography, connected with the appearance and rapid development of such branches of linguistics as corpus (or corpus-based) linguistics and computational linguistics. Corpus (or corpus-based) linguistics. Compiling various electronic corpora. Investigations in different linguistic fields such as phonetics, phonology, grammar, stylistics, graphology, discourse, Corpora as systematic enterprises: texts, sections of text, conversations, magazine articles, brochures, newspapers, lectures, sermons, broadcasts, chapters of novels, etc. Computational linguistics. Computation Techniques applied to the analysis and synthesis of language and speech.

<b>Course title</b>	<b>Lexicography Methods</b>
<b>Workload, credits/ hours</b>	4/144
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Methods in Lexicography and Dictionary Research	Linguistic methods used for the collection of the linguistic data, methods which source from social sciences and especially psychology (quantitative data analysis, systematic empirical methods, case studies), philological methods, the methods of comprehension and interpretation adapted to the text material and to all empirical data.
<b>Unit 2.</b> Methods in Practical Lexicography	Methods during the preparation phase. Methods during the phase of material collection. Methods during the phase of material processing. Methods during the phase of material evaluation. Methods during the preparation of the publication. Methods of publication. Methods of data maintenance, reprocessing, post-production
<b>Unit 3.</b> Methods in Dictionary Research	Systematic dictionary research. Research on Dictionary Use. Historical Dictionary Research. Critical Dictionary Research

<b>Course title</b>	<b>Russian Grammar in Use</b>
<b>Workload, credits/ hours</b>	4/144
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Nominative case. Let's get acquainted! / Acquaintance.	Theoretical block: The values of the nominative case in the graphical representation of information (Fishbone and Mind-map). Practical block: Performing exercises aimed at fixing the meanings of the nominative case and recreating the communicative situation "Acquaintance".
<b>Unit 2.</b> Genitive case. Holidays.	Theoretical block: The genitive case values in the graphical representation of information (Fishbone and Mind-map). Practical block: Performing exercises aimed at fixing the meanings of the genitive case and recreating the communicative situation "Holidays".
<b>Unit 3.</b> Dative case. Family and friends.	Theoretical block: The values of the dative case in the graphical representation of information (Fishbone and Mind-map). Practical block: Performing exercises aimed at fixing the meanings of the dative case and recreating the communicative situation "Family and friends".
<b>Unit 4.</b> Accusative case. Where do you go and what do you do in your free time? / Free time and hobbies.	Theoretical block: Accusative case values in the graphical representation of information (Fishbone and Mind-map). Practical block: Performing exercises aimed at fixing the meanings of the accusative case and recreating the communicative situation of "Free time and hobbies".
<b>Unit 5.</b> The instrumental case. Who do you want to be? / Work	Theoretical block: The values of the creative case in the graphical representation of information (Fishbone and Mind-map). Practical block: Performing exercises aimed at fixing the meanings of the nominative case and recreating the communicative situation "Work".
<b>Unit 6.</b> Prepositional case. a) What are you dreaming about? / Dreams; b) Where have you been?	Theoretical block: Prepositional case values in the graphical representation of information (Fishbone and Mind-map). Practical block: Performing exercises aimed at fixing the meanings of the nominative case and recreating the communicative situation "What are you dreaming about? Where have you been?"
<b>Unit 7.</b> We speak Russian correctly. Project activities	Practical block: Development of communication skills in the course of a conversation on the proposed topic

<b>Course title</b>	<b>Russian Language: Reading and Speaking</b>
<b>Workload, credits/ hours</b>	4/144
<b>Course contents</b>	
<b>Course Module Title</b>	<b>Brief Description of the Module Content</b>
<b>Unit 1.</b> Development of science in Russia. Biography and the appearance of the person	Subject-object relations. Personal and indefinite-personal sentences. Active and passive constructions with the perfective and imperfective verbs. Meaning and use of verbs with <i>-ся</i> . The texts: «Работа архитектора», «Авто для отличницы», «Российская академия наук», «Александр Александрович Реформатский», «История о любви», «Ж.И. Алферов»
<b>Unit 2.</b> Choice of profession. Education system	Active and Passive Participle in present and past tense forms from Perfective and Imperfective verbs. The texts: «День открытых дверей», «Н.И. Пирогов», «Российские премии», «Система образования в России», «Л.М. Рошаль», «Таня и Андрей»
<b>Unit 3.</b> Outstanding people	Verbs of Motion The texts: «Выходные в городе», «Государственная Третьяковская галерея», «Экскурсия в Третьяковскую галерею», «Буран», «Плавательный марафон», «А.П. Чехов», «Дом с мезонином»
<b>Unit 4.</b> Country. History. Events.	Expression of temporal relations in simple and complex sentences. Perfective and Imperfective Verbal Adverbs. The texts: «В.О. Ключевский», «Александр Маресьев. Жизнь настоящего человека», «Образование Российского государства», «Великая Отечественная Война», «Судьба человека»
<b>Unit 5.</b> Ecology. Geographical Location, Economy, Political structure of Russia.	Expression of targeted, concessive and causal relations in simple and complex sentences. The texts: «Человек и природа. Экологические проблемы», «Географическое положение России», «Москва в цифрах», «Государственное устройство России», «А. Грин. Алые паруса»
<b>Unit 6.</b> Holidays and traditions	The expression of the conditional, concessive and target relations. The texts: «Русские традиции», «Если бы...», «Российские праздники», «Гранд Макет Россия», «Интересные факты о России», «А.С. Пушкин», «Барышня-крестьянка»
<b>Unit 7.</b> Interests and Hobbies. Family, traditions, holidays	The expression of the subject and the predicate in the Russian language. The texts: «Интересы людей», «Хобби известных людей», «Путешествие в Рождество», «Парк-музей Этномир», «Самый счастливый день»

#### HEAD OF THE HIGHER EDUCATION PROGRAMME:

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Подпись

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